

**SOUTH DAKOTA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

**Chamberlain Adjustment Training Center
Continuous Improvement Monitoring Process Report 2003-2004**

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Date of On Site Visit: February 11, 2004

Date of Report: February 23, 2004

This report contains the results of the compliance review completed by the Special Education Programs. The report addresses six principles – General Supervision, Free Appropriate Public Education, Appropriate Evaluation, Procedural Safeguards, Individualized Education Program and Least Restrictive Environment. Each principle is rated based on the following scale:

Promising Practice	The district/agency exceeds this requirement through the implementation of innovative, high-quality programming and instructional practices.
Meets Requirements	The district/agency consistently meets this requirement.
Needs Improvement	The district/agency has met this requirement but has identified areas of weakness that left unaddressed may result in non-compliance.
Out of Compliance	The district/agency consistently does not meet this requirement.
Not applicable	In a small number of cases, the standard may not be applicable for your district/agency. If an item is not applicable, the steering committee should briefly explain why the item is NA. Example – no private schools within the district boundaries.

Principle 1 – General Supervision
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General supervision means the school district and the agency's administrative responsibilities to ensure federal and state regulations are implemented and a free appropriate public education is provided for each eligible child with a disability. The specific areas addressed in principle one are child find, referral procedures, children voluntarily enrolled by parents in private schools, students placed by the school district, improving results through performance goals and indicators (assessment, drop out, graduation), professional development, suspension and expulsion rates.

Meets Requirements

The reviewer found the Chamberlain Adjustment Training Center meets the requirements in all areas of general supervision. Two student files were reviewed at the agency and documentation was found in both that showed continuing involvement with the sending school districts in order to provide special education services to the students.

Principle 2 – Free Appropriate Public Education

All eligible children with disabilities are entitled to a free appropriate public education in the least restrictive environment. The specific areas addressed in principle two are the provision of FAPE to children residing in group homes, foster homes, or institutions, making FAPE available when a child reaches his/her 3rd birthday and providing FAPE to eligible children with disabilities who have been suspended or expelled from school for more than 10 cumulative days.

Meets Requirements

It is the responsibility of school districts to provide a free appropriate public education to students from birth to age 21 within their attendance boundaries. The Chamberlain Adjustment Training Center then functions as the service provider to students with disabilities that are placed by the school districts. The agency meets all requirements with respect to the requirements of free appropriate public education (FAPE).

Principle 3 – Appropriate Evaluation

A comprehensive evaluation is conducted by a team of knowledgeable staff, which also includes parental input. A valid and reliable evaluation will result in effective individualized education programs for eligible students. The specific areas addressed in principle three are written notice and consent for evaluation, evaluation procedures and instruments, eligibility determination, reevaluation and continuing eligibility.

Meets Requirements

The agency meets all requirements with respect to appropriate evaluation. Evaluation timelines were consistently met. All evaluations reviewed in the student files were sufficiently comprehensive to plan the students' educational programs.

Principle 4 – Procedural Safeguards

Parents of children with disabilities have certain rights available. The school district and the agency makes parents aware of these rights and makes sure they are understood. The specific areas addressed in principle four are adult student/transfer of rights, content of rights, consent, written notice, confidentiality and access to records, independent educational evaluation (IEE), complaint procedures, and due process hearings.

Meets Requirements

The Chamberlain Adjustment Training Center meets all requirements with respect to procedural safeguards. The adult/student transfer of rights was appropriately addressed in the two student files reviewed. Documentation was found to support that parents had obtained guardianship for both students.

Principle 5 – Individualized Education Program

The Individualized Education Program (IEP) is a written document for a child with a disability that is developed, reviewed and revised by the IEP team, which includes the parent. The specific areas addressed in principle five are IEP team, IEP content, transition components for secondary IEPs, annual reviews, transition from early intervention program, and IEP related issues.

Meets Requirements

The Chamberlain Adjustment Training Center meets requirements with respect to annual IEP meetings, IEP membership, IEP content, transition components for secondary IEPs and IEP related issues.

Principle 6 – Least Restrictive Environment

After the IEP is developed or reviewed, the IEP team must decide where the IEP services are to be provided. Consideration begins in the general education classroom for school age students. The specific areas addressed in principle six are placement decisions, consent for initial placement, least restrictive environment procedures, preschool children, and LRE related issues.

Meets Requirements

The agency meets all requirements with respect to least restrictive environment.